

EDUCATION FOR SUSTAINABLE DEVELOPMENT @ COVENTRY UNIVERSITY

SECTION 1 – ACTIVITY/INNOVATION

<p>Activity/Innovation: Proposal for optimal ageing</p> <p>Educator(s): Luda Ruddock</p> <p>Field of Study/Research: Public Health and Community Studies</p> <p>School/Faculty: CU Coventry</p>	 <p style="color: #0070C0; font-weight: bold;">WHO Global Network for Age-friendly Cities and Communities</p> <p style="font-size: small; color: #0070C0;">Figure 1. WHO Global Network logo (WHO 2019b)</p>
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SECTION 2 – LINKS TO SDGS (SUSTAINABLE DEVELOPMENT GOALS)

The Sustainable Development Goals which are addressed in this innovation:

Goal ¹	Target(s)	Comment
1	1.3 'Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable' (UN 2019)	Addressing social determinants of health
3	3.4 'By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being' (UN 2019)	Health promotion; ensuring physical, mental and social wellbeing and health empowerment
4	4.30 'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'	Embedding global citizenship education and education for sustainable development in curriculum and assessment.
11	11.2 'By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons' (UN 2019) 11.7 'By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities' (UN 2019)	Community participation and community development for sustainability
17	17.16 'Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries' (UN 2019)	Interprofessional, multi-agency working practices; intersectoral collaboration

¹ 17 Sustainable Development Goals and their corresponding targets

	17.17 'Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships' (UN 2019)	
Plus, others, as appropriate based on the individual proposals for optimal ageing.		

Add more rows if needed.

SECTION 3 – LINKS TO CU EDUCATION & ASSESSMENT STRATEGIES

A) The Pillars of CU Education strategy which are addressed in this innovation:

Pillar	Action	Comment
Research inspired teaching	Collaboration and involvement of researchers, e.g., integration of the Agile Ageing Alliance 'Neighbourhoods of the Future' report (AAA 2019) and academic staff from University of Wisconsin – La Crosse (UWL) as part of the COIL project; References to the recent research findings in relation to optimal ageing and evidence-based practice in health promotion; Research-led seminars; Development of the students' research skills through Library workshops and involvement in independent research to collect evidence for the proposal.	Research and active discovery activities; Problem and inquiry-based learning (research-based); Authentic, project-based task, encouraging the students to be more 'research-active' (Healey and Jenkins 2009: 3).
Embedded employability	Collaboration with and inclusion of employers' perspectives into curriculum, e.g., guest speakers from a local organisation in the UK and an American counterpart; Consideration of the business needs through review of the 'Neighbourhoods of the future' report (AAA 2019) and communication with The Enterprise Hub.	Exploration of opportunities for volunteering, placements or future career.
Creativity & enterprise	Use of creative learning activities, playful and game-based learning throughout the module.	Opportunity to work independently and demonstrate creativity while preparing individual proposals.
Multicultural and international engagement	Integration of a six-week COIL project (Community response to ageing well: Cross-cultural insights) with UWL, to enable virtual mobility and educational exchange through online communication and video-conferencing.	Exchange of ideas in a cross-cultural environment; Multicultural cohort.

Community contribution and responsibility	<p>Collaboration with Age UK Coventry and Warwickshire - a local organisation supporting ageing population to gain a more in-depth understanding of the needs and expectations older people have;</p> <p>Development of ideas and proposals in preparation for the WHO Decade of Action on Healthy Ageing (2020-2030) (WHO 2019a);</p> <p>Guided tasks and opportunities to make a difference at a local level or in a community of their own choice.</p>	<p>Development of a sense of civic participation and global citizenship;</p> <p>Possible contribution to sustainable solutions, health and wellbeing of communities and individuals, and in some cases social justice.</p>
Innovation and digital fluency	<p>COIL Project;</p> <p>Flipped learning.</p>	<p>Use of new digital tools for communication with UWL group, e.g., Canvas, Webex.</p>

SECTION 4 – IMPLEMENTATION PLAN

Implementation of the innovation in the Classroom/Lecture/Lab/Field trip:

The above activity was recently² developed as a summative assessment in the 302HSC Promoting Healthy Communities module, part of the BA (Hons) Public Health and Community Studies.

Aligned with the MLOs, taught content and newly designed COIL project, the assessment allowed for application of theory in a practical scenario and encouraged the students to focus on a topical issue within contemporary public health, i.e., growing ageing population and the need for development of age-friendly cities and settings. This ensured that the more generalised module content was applied to specific community assessments and proposals in preparation for the WHO Decade of Action on Healthy Ageing (2020-2030) (WHO 2019). Formative activities, the COIL project and the more direct link to WHO work created a stronger link to several SDGs, as outlined above.

SECTION 5 – IMPACT OF INNOVATION

Curriculum development:

The task completion contributed to applying the principles of assessment for learning (Carless 2015: 11; Race 2015: 37) to the social innovation, education for sustainability and ‘action for change’ (Hicks 2013: 146). Additionally, as demonstrated in this case study, it developed some evidence for the university’s achievement of the SDG Accord (2018).

Students’ experience:

The assessment task and the module activities that took place in the run up to summative assessment broadened the students’ understanding of their own contribution to public health outcomes in the future, i.e., supported development of the sense of agency, both student agency and collective one, as argued by OECD (2019). Overall, the activity provided an authentic opportunity for class-based and independent discipline-based learning and applicability to future employment within the public health and community work (Knight and Yorke 2003).

² September 2019, 2019-2020 academic year

SECTION 6 – FEEDBACK PEERS & STUDENTS

Peer Feedback:

“You ... ensure[d] the 3rd years have a meaningful start to the year. The COIL project has been a resounding success for all those involved and demonstrates excellent teaching practice.” – Course Leader

Student Feedback:

The students shared that they liked learning about “**cultural impact on ageing; policies and frameworks which support ageing**; many people are looking forward to ageing and seeing the advancements not only in their personal lives but also in society” – FT student studying the module and taking part in the COIL project

Additionally, that it was good “Hearing different view points and ideologies during discussions. Having a shared experience within a group with much **diversity and varied cultural backgrounds**.” - FT student studying the module and taking part in the COIL project

"Every thing is perfect one of the best [modules]" – FT student studying the module

"I enjoyed the coming together of different ages and countries. ... It was **good to learn about different cultural approaches to ageing**" – PT student taking part in the COIL project alongside FT group

SECTION 7 – PRACTICAL TIPS

- Focus on contemporary issues when designing activities and assessments
- Consider taking part in relevant academic development sessions, e.g., ‘Demystifying cross-subject themes’; ‘Developing students’ global perspectives in the classroom’; ‘Education for sustainable development’
- When you have an idea, give it a go. It does not need to be perfect.

References:

- Agile Ageing Alliance (2019) *Neighbourhoods of the future: Creating a brighter future for our older selves*. London: Agile Ageing Alliance and Tata Steel Europe
- Carless, D. (2015) *Excellence in University Assessment*. Oxon: Routledge
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- Hicks, D. (2013) ‘Education for sustainability’. in *A Student’s Guide to Education Studies*. ed. by Ward, S. 3rd edn. Oxon: Routledge
- Knight, P. T. and Yorke, M. (2003) ‘Employability and good learning in higher education’. *Teaching in Higher Education* 8 (1), 3-16
- OECD (2019) *OECD Future of Education and Skills 2030 Concept Note: Student Agency for 2030*. Paris: Organisation for Economic Cooperation and Development
- Race, P. (2015) *The lecturer’s toolkit: A practical guide to assessment, learning and teaching*. New York: Routledge
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- United Nations (2019) *Sustainable Development Goals* [online] available from <<https://sustainabledevelopment.un.org/?menu=1300>> [21 October 2019]
- WHO (2019a) *Ageing and Life Course* [online] available from <<https://www.who.int/ageing/en/>> [11 September 2019]
- WHO (2019b) *WHO Global Network logo* [online] available from <https://www.who.int/ageing/projects/age_friendly_cities_network/en/> [11 September 2019]